

**THE INFLUENCE OF USING READING TEXT TOWARDS
STUDENTS' TENSE MASTERY AT THE EIGHTH CLASS AT
SMP NEGERI 23 BANDAR LAMPUNG IN ACADEMIC YEAR
OF 2019/2020**



Thesis

Submitted in partial fulfillment of the requirement for Degree of Bachelor of
Education in English Education

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ABSTRACT

THE INFLUENCE OF USING READING TEXT TOWARDS STUDENTS' TENSE MASTERY AT THE EIGHTH CLASS AT SMPN 23 BANDAR LAMPUNG IN ACADEMIC YEAR OF 2019/2020

BY:
RIYANDI SAPUTRA

The research was conducted based on the preliminary research that was many students got problem in understanding the tenses especially simple past tense, the class condition less interesting and the teacher do not have varieties of the textbooks. The objective of the research was to find out whether there was influence of using reading text towards students' simple past tense mastery at the eighth class of SMPN 23 Bandar Lampung in the academic year of 2019/2020.

The research methodology was quasi experimental design with the treatment held in 3 meetings, 60 minutes for each meeting. The population of this research was the eighth class students of SMPN 23 Bandar Lampung. The total sample of this research were 60 students that were taken from two classes, 8 F and 8 G. In collecting the data, the researcher used instrument pre-test and post-test. The instrument was multiple choice questions. After giving pre-test and post-test, the researcher analyzed the data using SPSS 20.0 version to compute t-test.

From the data analysis, it was found out that result of $sig (P_{value}) = 0.003 < \alpha = 0.05$. it means that H_0 is rejected and H_a is accepted. In other words, from this research it was known that reading text media can influence students' simple past tense mastery. It can be concluded that there was a significant influence of using reading text towards students' simple past tense mastery of the eighth class of SMPN 23 Bandar Lampung.

Keywords: Reading Text, Students' Simple Past Tense Mastery, Quasi Experimental Design

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Reading Text Towards Students’ Tense Mastery at the eighth class of SMP Negeri 23 Bandar Lampung in the Academic year of 2019/2020” is definitely my own work. I am completely responsible for the content of this thesis. I am fully aware that I have quoted some statements and theories from various sources and they are property acknowledged in the text.

Bandar Lampung, 2020
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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Lo! Allah change not the condition of a folk until they (first) change that which is in themselves; (Q.S Ar-Ra'd: 11)



DEDICATION

This thesis is dedicated to:

1. My beloved parents Mrs. Susmara and Mr. Mahmudin who always pray and give me support and spirit as well as wish for my success.
2. My beloved Lecturers and Almater UIN Raden Intan Lampung.
3. All of my big families who always give me motivation and suggestion in finishing this thesis.



CURRICULUM VITAE

The researcher name is Riyandi Saputra. He was born on July 15th 1996 in Dayamurni, Tulang Bawang Barat. He is the last child of 4 siblings from the couple Mr. Mahmudin and Mrs. Susmara.

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All praise be to Allah SWT the almighty God, the most merciful and the most beneficent for blessing the researcher with his mercy and guidance to finish this thesis. Peace and salutation always be given to the prophet Muhammad SAW be upon him, with his family and followers.

This thesis entitled “The Influence of Using Reading Text Towards Students’ Tense Mastery at the Eighth Class of SMP Negeri 23 Bandar Lampung in the Academic year of 2019/2020” is submitted as compulsory fulfillments of requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty of State Islamic University Raden Intan Lampung.

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Bandar Lampung, 2020

The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of Problem

Language is a system for the expression of meaning.¹ It is used to deliver messages or ideas from the speaker to the listener and researcher to the reader in interaction among themselves with their environment. People used language to communicate and send their expression. When people want to communicate with the others, they need language.

There are some languages in the world. One of them is English. Based on Hutchinson, he said English becomes accepted International language of technology and commerce. It creates a new generation of learners who knew specifically why they were learning English.² English has four skills they are listening, reading, writing and speaking. English also has a component that is grammar includes tenses. Grammar is a description of the rules that govern how languages' sentences are formed.³ The skills in English always use grammar tenses. So, tense is always needed in those skills.

Tense is the important part in English component, it is completely from in its time location and situation. Tense is very systematic rule because of that,

¹ H. Douglas Brown, *Teaching by principle: an Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hill, 2001), p.70

² Tom Hutchinson, *English for Specific Purposes-A Learning- Centre approach*, (New York: Press Syndicates, 1987), p.6

³ Scott Thornbury, *How To Teach Grammar* (England: Longman, 2002), p.1

without tenses we cannot make a correct sentences and we only use it in the simplicity communication that restricted. But, almost students felt difficulties in learning tenses.

It is very important to research the students' tenses mastery, because the students have to know and understand the form of tenses. The students who misunderstanding about tenses, they cannot use sentences in English correctly and the students will find difficulty in learning English. That's why the researcher did this research to improve the students' tenses mastery.

Based on the preliminary research at SMPN 23 Bandar Lampung, by interviewing the English teacher, Efrilia Irawati said she used English textbook as her media in teaching tenses, especially in teaching simple past tense. She teaches three classes there are VIII F, VIII G, and VIII H. Based on the teacher experiences, in using English textbook has some weaknesses to teach tenses are (1) students have less motivation in learning English, (2) students difficulties in mastery the tenses, (3) students difficulties in remembering formula of tenses, and (4) students difficulties in remembering past form of verb in simple past tense.⁴

The researcher also asked the teacher about the students' English score especially in simple past tense ability test in the eighth grade at SMPN 23 Bandar Lampung it can be seen in the table below:

⁴Efrilia Irawati, An English Teacher at SMPN 23 Bandar Lampung, *interview with writer in the preliminary research*, on Friday, march 29th 2019, unpublished

Table.1
Students' Score of Simple Past Tense in the Eight Grade of
SMPN 23 Bandar Lampung
in Academic Year of 2019/2020

No.	Score	Classes								Total	Percentages (%)
		A	B	C	D	E	F	G	H		
1.	<75	10	28	27	26	25	19	13	11	159	63.35%
2.	≥ 75	21	4	5	6	7	13	17	19	92	36.65%
		Total								251	100 %

Source: the data from English teacher of SMPN 23 Bandar Lampung

From the data on the table 1, the researcher can conclude that from 251 students at eight grade of SMPN 23 Bandar Lampung, 159 students (63.35%) got score under 75. It means that their scores are still lower than the criteria of minimum mastery (KKM) score of English subject in SMPN 23 Bandar Lampung as 75.⁵ It indicates that most of students still face difficulties in mastery the tense, especially simple past tense.

Based on the preliminary research on March 29th 2019, by the interviewing 20 students the researcher also found some factors of students' problems in learning English especially simple past tense are (1) The students got problem in understanding the material of simple past tense, (2) the student did not remembered past form of verb, (3) teacher's teaching media less interesting, and (4) students do not like the teacher's media in teaching tenses.⁶

⁵ Ibid.

⁶Eight grade students, *students' interview of SMPN 23 Bandar Lampung*, On march 29th 2019, unpublished

From the preliminary research, the researcher found the problem is that the student's simple past tense mastery were still low. In increasing the students' tenses mastery, the researcher used the appropriate teaching media in teaching tenses. Then, the researcher took the media reading text, because get students to read text for the communicative purposes, as part of other activities, as source of information, or in order to identify specific uses of language.⁷ It means that reading text is good media for students to learn. In the texts there are sentences that formed by using certain tense. That can make the students' will be easier to understand in learning tenses. Moreover, the researcher interested to do the research because the researcher had experience while PPL (Program Pengalaman Lapangan). In that time, the researcher found the problem in students' term, where there were some students getting hard to understand about tenses especially simple past tense. That's why, the researcher interested to conduct the research.

Brown said that "At the very simple, mechanical level, a text might be used to get a certain verb tenses".⁸ It means that the reading text can be used to teach tenses. Considering about reading text, reading text can be used as teaching media because there are various tenses in the text so the students can learn about tenses by using text. The students will more understand in learning

⁷Jeremy Harmer, *The Practice of English Language Teaching*, (Third Edition), (England: Longman, 2001), p.215

⁸H. Douglas Brown, *Teaching by Principles: An Interactive Approach To Language Pedagogy*, (Second Edition), (New York: Addison Wesley Longman, Inc. San Francisco State University, 2001), p.373

tenses by looking the sentence that used in the text than learning tenses by using its formula.

Based on the explaining above, the researcher takes a conclusion that the reading text is very relates with teaching and learning process and the teacher can use reading text towards students' tenses. It can be an enjoyable learning during learning tenses and the students will be enjoys in teaching learning process. So, reading text is very helping teacher to increase students' tenses mastery.

There are some researches that used Reading Text. One of the researches was done by Yanuardi Duha. The research was entitled Teaching Simple Past Tense by Using Narrative Text. He took a sample was the fifth grade students of SDN 03 Pagi Tegal Alur in 2016/2017 academic year. He implemented qualitative research. The research found that narrative text can be used in teaching simple past tense.⁹

Another previous research was conducted by Winda Fajarrina, entitled "The Influence of Using Recount Text towards Students' Past Continuous Tenses Mastery at the Eighth Class of MTs Negeri 1 Bandar Lampung. The result

⁹YanuardiDuha, Thesis" *Teaching Simple Past Tense by Using Narrative Text at the fifth gradestudents of SDN 03 Pagi Tegal Alur in 2016/2017 academic year*", (Jakarta Akademi Bahasa Asing BSI Jakarta), p.29

from her research showed that there are was significant influence of using recount text in Past Continuous Tense mastery.¹⁰

Based on the previous research above, the result showed that Reading text can be used in teaching simple past tense in fifth grade of elementary school, and there is was significant influence of using recount text in teaching past continuous tense in Islamic junior high school. Based on the background above, the researcher proposes a research entitles “The Influence of Using Reading Text toward Students’ Tenses Mastery at the Eighth Class of SMP Negeri 23 Bandar Lampung 2019/2020 academic year”. In this research the researcher used narrative text as the material in teaching simple past tense, to know whether that is has a significant influence or not by using reading text towards students’ simple past tense mastery in Junior High School, and the researcher used quantitative research. In short, the previous research that researcher displayed above only focus on past continuous tense and the researcher in this research only concern on simple past tense.

B. Identification of Problem

Based on the background of problem above, the researcher found that:

1. The students got problem in understanding the material of simple past tense.
2. The students found difficulties in remembering the form of tenses.

¹⁰Windafajarrina, minithesis”*The Influence of Using Reading Text towards Students’ Past Continuous Tenses Mastery at the Eight Class of MTs Negeri 1 Bandar Lampung*”(Bandar Lampung: STKIP PGRI, 2016) p.35

3. The teacher used English text book in teaching tense and less interesting
4. The students did not like the teacher media in teaching tenses, especially in simple past tense.

C. Limitation of Problem

Based on the identification of the problem above, the researcher focused on the influence of using narrative text toward students' simple past tense mastery at the Eighth class of SMP Negeri 23 Bandar Lampung in academic year of 2019/2020.

D. Formulation of Problem

Based on the background of the problem, the researcher formulated the problem as follows:

Is there any influence of using reading text towards students' tense mastery at the eighth class of SMP Negeri 23 Bandar Lampung in academic year of 2019/2020?

E. Objective of the Research

The objective of this research was to know and describe the influence of using reading text towards students' tenses mastery.

F. Uses of the Research

The uses of this research were:

1. Theoretically

This research will provide information and alternative to teach in the classroom. The teacher can use reading text as a media in teaching tenses.

2. Practically

a) Teacher

- 1) Give information to the English teacher about the Influence of Using Reading Text Towards Students' Tense Mastery.
- 2) Give description to English teacher about how to apply Reading Text as a media in teaching tense.

b) Students

To motivate students to study and increase their tense mastery.

c) The other Researcher

Give information for the further research about the Influence of Using Reading Text Towards Students' Tense Mastery.

G. Scope of the Research

The research was divided into four parts as follow:

1. Subjects of Research

The subject of the research was the students at the Eighth class at SMP Negeri 23 Bandar Lampung in academic year of 2019/2020.

2. Object of Research

The object of the research was the influence of using reading text toward students' simple past tense mastery.

3. Place of Research

The research was conducted at SMP Negeri 23 Bandar Lampung in academic year of 2019/2020.

4. Time of Research

The research was conducted in 2019/2020 academic year.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Concept of Language

Communicating one to another and expressing ideas both in speaking and writing are the functions of language. Considering that English is the international language, so people all over the world have to use English as a tool of communication to make relationship among others. The government of Indonesia has been stated that English is the first foreign language that must be taught at school. It is caused English is very important in human life nowadays.

Brown said that language is a complex, specialized skill, which develop in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.¹

Based on the explanation above, it is clear that we need to use a language in our daily social interaction. Language is a tool to express our mind, ideas or thought. All interaction and activities will run well through language. Based on Cameron language is the most important tool for cognitive growth, and he has investigated how adults use language to

¹H. Douglas Brown, *Principle of Language Learning & Teaching, (Fifth Edition)*, (New York: Pearson Education, 2007), p.6

mediate the world for children and help them to solve problems.² It can be taken a conclusion that language is a tool for cognitive growth to the children and the adults should help their children in solving the problems. On the other hand, we are going to get difficulties in all of our activities without using a language.

So, in this fact, the language is the important one in our daily life. Language is a tool to express our mind, ideas or thought, tool for cognitive growth to the children and the adults and can help children in solving the problems. Because of that, language should be learned from the early stage. When the language is taught in early stage, the students will master the language well.

2. Concept of Teaching English as a Foreign Language

English language is foreign language in Indonesia, so it is very important to be learned by students from elementary school until university. English as an international language can influence the human life in the world. In teaching English as a foreign language process, the teacher should find the easy way to deliver the material and simulate it easily.

That statement supported by Murcia that a foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted.” It means that, English as a foreign language is never used as daily

²Lynne Cameron, *Teaching Language to Young Learners*, (United Kingdom: Cambridge University Press, 2001), p.8

communication in our interaction.³ A person who wants to learn and master a language should be able to use the language for communication. It means that the person should be able to use the language either in oral or written.

Other than, Brown said that EFL (English as a Foreign Language) always refers specifically to English taught in countries where English is not a major language of commerce and education.⁴ It means that English is not always the native language, it can be a foreign language that should be learned. The teacher should motivate the students to learn English effectively and try to make a good condition in teaching and learning process. So, the teacher need an enjoyable media for teaching situation becomes more interesting.

In conclusion, we should mastered English language as the foreign language in Indonesia because English is an international language. We can communicate each other among the countries if we mastered English. The teacher should motivated the students to learn English effectively by using an appropriate media in teaching and learning process so the situation become more interesting.

3. Concept of Grammar

Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the

³Mariana Celce Murcia, *Teaching English as A Second or Foreign Language*, (Boston: Heinle & Heinle, Thompson Learning, 2001), p.359

⁴H. Douglas Brown, *Teaching by Principles: An Interactive Approach To Language Pedagogy, (Second Edition)*, (New York: Addison Wesley Longman, Inc. San Francisco State University, 2001), p.205

grammar of a language, one can not be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells him how to use the language. People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar.

Freeman states that “grammar is an area of knowledge that linguists and language teachers study. It is also about using the correct function words.”⁵ It means, grammar is the systematic form. It is an area that the linguistic and part of language are being learned.

According to Cameron, the notion that the most important part of the language is its grammar, and that language learning is the accumulation of mastered rules of grammar and it is supported by this statement Grammar is the rules in language system for the uses of words to create meaning.⁶ It means that grammar is the rules in English language that uses for creating meaning. From these statements, grammar is the important complement of the skill in English. Grammar is always needed in those skills and the students should master grammar well.

It can be taken a conclusion by the writer that grammar is the rule in arranging the words and also has the relationship with words. It is also important learning. In other word, it is nothing can be conveyed without

⁵Diane Larsen Freeman, *Teaching Language: From Grammar To Grammar*, (Canada: Heinle, & Thompson Corporation, 2003), p.13

⁶Lynne Cameron, *Teaching Language to Young Learners*, (United Kingdom: Cambridge University Press), p.105

grammar. Then, grammar is essentially has potential and generative function in that language.

4. Concept of Tenses

In general, tense is a system which we use to refer to time; past, present, and future. Many languages use tenses to talk about time. In English, we use tense as a method that we use to indicate time. Other languages may have no tenses, but of course they can still about time using different methods. Wishon and Burks state that tense means time. However, it should be pointed out that time in relation to concept that exists in the mind of the speakers, reader, or listener.⁷ Hornby assumes that tense is any of the forms of a verb that may be used to indicate the time of the action or state express by the verb.⁸ In line with Hornby that says tense is verb form that shows time, Frank states that tense is special verb endings or accompanying auxiliary verb signaling the times an event takes.⁹ It means that tense is a system which used to refer the time when we talk or when we write a story or even we read the story.

In other hand, Penston said that by using of a tense we mean what it is used for communication.¹⁰ It means that by using of a tenses that by using of a tenses we can make sentences in written communication and speak English correctly. So, we can communicate each other.

⁷Wishon and Burks, *Let's Write English*, (New York: American Book Co, 1980)p.192

⁸Hornby, A.S, *Oxford Advanced Learner's Dictionary of Current English*, (5th Ed), (Oxford: Oxford University Press, 1989).p1324

⁹Marcella Frank, *Modern English*, (New Jersey: Englewood Cliffs, 1972) p.47

¹⁰Tony Penston, *A Concise Grammar for English Language Teacher*, (United Kingdom: Cambridge University Press, 2005), p.17

On the one hand, Douglas et al state that “The complex relationship between form and meaning is easy to see by contrasting verb tenses and time meaning”.¹¹ It means that, tenses are formed with systematic form and it has meaning and also depend on the time meaning. By knowing the tense of the sentences, students can when the events happen because the different forms can show the difference in time. Tenses is very systematic rule because of that, without tenses we cannot make a correct sentences and we only use it in the simplicity communication that restricted. Based on those statements above, the writer takes a conclusion that tenses is the important part in language.

There are sixteen English tenses and this research focus on simple past tense that taught in the school appropriate with the syllabus. The reason to choose those tense is because before mastering simple past tense, students should remember and know the word changing of simple past tense. Without mastering the word changing, students will confuse where this words comes from. Simple past tense is one complicated tenses in English grammar, because it has many discussions.

Simple Past Tense

There are several kinds of tenses in English. However, the researcher will focus on discussing the use of simple past tense. Simple past tense is

¹¹Douglas Biber, *Student Grammar Of Spoken and Written English*, (England: Pearson Education Limited, Longman, 2002), p.150

used to show that the even was done in the past. The subject has nothing to do in the present. In simple past tense duration is not important.

According to Cowan, simple past tense is used for activities or situation that began and ended in the past. Simple past tense can be used for most past actions such as action that happen quickly, actions that happened overtime or actions that were habits in the past.¹²

There are two kinds of verb used in simple past tense, there are: (1) Regular verb and Irregular verb. When Indonesian students face the simple past tense, they sometimes make some errors in the changing verb, as in Indonesia there is no changing verb because of the changingtime.

Richards and Schmidt defines that regular verb is a verb which has the most typical forms in its language for grammatical categories such as tense or person. I written English regular verbs, form the pasttense.¹³

(a) by adding *-ed* to the verb base; *walk* → *walked*

(b) by adding *-d* to the base; *smile* → *smiled*

(c) by changing *-y* → *-ied*; *cry* → *cried*

¹²Ron Cowan, *The Teacher's Grammar of English*, (London: Cambridge University Press, 2008) p.462

¹³Ibid.

Then, Irregular verb can be formed by suffixation or by changing the vowel and consonant from the stem. According to Frank (1972: 61-66), There are five groups of irregular past tense:¹⁴

a) Verbs that do not change to past tense form.

Verb I	Verb II	Verb III
Cost	Cost	Cost
Hit	Hit	Hit
Put	Put	Put
Cut	Cut	Cut

b) Verbs that undergo a vowel change and add consonant.

Verb I	Verb II and Verb III
Feel	Felt
Meet	Met
Sleep	Slept

c) Verbs that undergo an internal vowel change for past tense but have no distinct form the past participle.

Verb I	Verb II and Verb III
Wind	Wound
Find	Found
Say	Said

¹⁴Marcella Frank, *Modern English A Practical Reference Guide*, (USA: New York University, 1972), p.61-66

- d) Verbs that undergo internal vowel change for past tense and for past participle.

Verb I	Verb II	Verb III
Choose	Chose	Chosen
Speak	Spoke	Spoken
Draw	Drew	Drawn

- e) Verbs that also undergo internal vowel change for past and for past participle.

Verb I	Verb II	Verb III
Begin	Began	Begun
Drink	Drank	Drunk
Sing	Sang	Sung

According to Biber simple past is used to talk about a completed action in a time before now.¹⁵

The formula : S+V2+O

For Example : (+) I saw a movie yesterday

(-) I didn't see a movie yesterday

(?) Did you see a movie yesterday?

Heaton states that "be remembered that such items as the above test the ability to recognize or produce correct forms of language rather than the ability to use language to express meaning, attitude, emotions."¹⁶ It

¹⁵Ibid., p.32

¹⁶J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1989), p.34

means that the items test is to recognize or produce the correct forms of language.

5. Concept of Reading Text

Reading text is any text that used in many sources such as coursebooks, novel and soon. It is very useful for improving students' interest in learning English and good thing for teaching media. Reading is a good activities for every student, especially in learning English because it is process or part of language. By reading the students can get the information from the text.

Based on Anderson text is created by a speaker or writer, when constructing a place of text the speaker or writer makes choices about the words used and how these words will be put together.¹⁷ It means that text is produced by the speaker and writer to make choices and sentences.

Based on statements above, the writer found the conclusion that we should use the text because to produce language we have to use the texts. Without text we are not able to produce language. By using text especially text in English we can learn foreign language easily because by comprehend the text we can more understand.

Get students to read texts for communicative purposes, as part of other activities, as source of information, or in order to identify specific uses of

¹⁷ Mark Anderson, *Text Type In English*, (Australia: Macmillan, 1997), p.4

language.¹⁸ It means that reading text is good media for students to learn. It is one of part in activities and also as information to get students learn enjoyable.

Cameron said that, “To really understand a text information has to be integrated from the various scales at which a text can be ‘read’ from individual letters to discourse organization”.¹⁹ It means that the text can be read from words to discourse so the students understand about the information after read the text. And also students will get a grammatical pattern (tenses). When the text is combined from the words to discourse, that is the unity of the sentences.

Brown said that “At the very simple, mechanical level, a text might be used to get a certain verb tenses”.²⁰ It means that the reading text can be used to teach tenses. The writer assume that reading text is good media for students will get knowledge and new information, and with reading text the students can improve and increase knowledge in English. Reading text can influence and increase students tenses mastery. Based on theory above reading text is any text that used in many sources such as coursebook, novel, and etc that can help students to get knowledge and

¹⁸Jeremy Harmer, *The Practice of English Language Teaching, (Third Edition)*, (England: Longman, 2001), p.215

¹⁹ Lynne Cameron, *Teaching Language to Young Learners*, (United Kingdom: Cambridge University Press, 2001), p.128

²⁰H. Douglas Brown, *Teaching by Principles: An Interactive Approach To Language Pedagogy, (Second Edition)*, (New York: Addison Wesley Longman, Inc. San Francisco State University, 2001), p.373

information, with reading the reader can improve and increase knowledge in English.

a) Procedures of Teaching Simple Past Tense By Using Reading Text

The following are steps to apply the reading text:

- a. The students were given a reading text from the researcher.
- b. Some particular sentences were highlighted to let the students try to deduct the rules and the usage of the simple past tenses by themselves.
- c. They were provided different kinds of situations which were able to be understood the happening sequences in the story.
- d. The students were explained about why those sentences had to be in those tenses and in what kind of situations we would use them.
- e. They were checked whether they understood by being asked to explain their understanding about what they had read to the class.
- f. Finally, let them tell stories or their activity using simple past tense.²¹

It can be concluded that reading text is similar to sentences correction. The purpose of this activity is to motivate the student to be brave to correct the mistake. The students can analyze the tense that

²¹WitchukriangkraiThunyapat, *Teaching Tense Through Text And Drills: Comparison of Test Score*. (http://www.languagetestingasia.com/content/pdf/2229-0443-1-4_120.pdf) (accessed on Monday, April 2019), p.123

used in the text and the students can know when and in what kind of situations we would use them. In short, by this activity the students will know kind of tense and when we can use the tense.

According to Abdeslamb, there are some steps to teach tense as follows:

- a. Give a rule that is concerned with a specific area of tense to the students.
- b. Explain the formula of tense providing at least one example.
- c. Make the students memorize the formula of tense.
- d. Ask the student to memorize the formula of tense.
- e. Ask the student to give example depending on their understanding.
- f. Correct the example.²²

Based on the procedure of teaching tense, it can be concluded that teaching tense have point to help the students in memorizing the formula of tense and make the student easier to understand.

From procedure of reading text and the procedure of teaching tense, the writer will combine those procedures to teach simple past tense by using reading text as follows:

²²Abdeslamb Outleb, Loc. Cit

a. Pre-activity

- 1) The teacher asks the students about simple past tense and builds their imagination related to the material.
- 2) The teacher explains about simple past tense.
- 3) The teacher prepares the paper of reading text that will be uses in teaching- learning process.

b. Whilst Activity

- 1) Teacher asks the student to work in group of six. One group consist 5 students.
- 2) The teacher explains what the students should do in group.
- 3) The teacher gives the piece of papers to each group which contains reading text that was highlighted.
- 4) The teacher asks student to deduct the rules and the usage of the simple past tense by their group.
- 5) They were provided different kinds of situations which were able to be understood the happening sequences in the story.
- 6) The students were explained about why those sentences had to be in those tenses and in what kind of situations we would use them.
- 7) The teacher asks students to explain their understanding about what they had read to the class to checked whether they understood or not.

- 8) Finally, let them tell the stories or their activity using simple past tense.

c. Post activity

- 1) Teacher asks the students to write five sentences in simple past tense based on their activities in the school.
- 2) Teacher asks the students to collect their work.
- 3) Teacher concludes all of discussion.

b) Advantages and Disadvantages of Using Reading Text

Thornbury states the advantages and disadvantages (problems) of using texts. They are the following :

1. Advantages of Using Reading Text :

The advantages of using reading text are the following :

- 1) They provide co-textual information, allowing learners to deduce the meaning of unfamiliar grammatical items from the co-text.
- 2) If the texts are authentic they can show how the item is used in real communication.
- 3) As well as grammar input, texts provide vocabulary input, skills practice, and exposure to features of text organization.
- 4) Their use in the classroom is good preparation for independent study.

- 5) If the texts come from the students themselves, they may be more engaging and their language features therefore more memorable.²³

2. Disadvantages of Using Reading Text

The disadvantages (problems) of using texts are following :

- 1) The difficulty of the text, especially an authentic one, may mean that some of the above advantages are lost.
- 2) The alternative to use simplified texts may give a misleading impression as to how the language item is naturally used, again defeating the purpose of using texts.
- 3) Not all texts will be of equal interest to students
- 4) Students who want quick answer to simple questions may consider the use of texts to be the ‘ scenic route’ to language awareness, and would prefer a quicker, more direct route instead.²⁴

6. Concept of Textbook

Textbook are media that used by teacher to teaches tense in the class. Textbooks are undoubtedly the most popular teaching media used in foreign language classes. Therefore, it is highly significant that textbooks include the essential elements of language and culture and that they correspond to learners’ needs, cultural back-ground and level of

²³Scott Thornbury, *How To Teach Grammar*, (England: Longman, Bluestone Press, 1999), p.90

²⁴ Ibid.

linguistic proficiency. Accordingly, it is vitally important to help teachers choose the most appropriate ones for their classes.

According to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges".²⁵ In accordance with the given definition, EFL textbooks aim at providing learners with necessary knowledge, language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and of different cultural backgrounds. Textbooks usually combine contemporary and traditional approaches to language teaching. They incorporate concepts such as 'learner development', a 'task-based methodology', and 'cross-curricular themes' while providing a grammar framework and a thorough practice of vocabulary, grammatical structures and functions.

Cortazzi and Jin, refer to a textbook as a teacher, a map, a resource, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured program and it guides students and

²⁵A.S Hornby, *Oxford Advanced Learner's Dictionary*, (7Ed) (USA: Oxford University Press, 200), p.1238

teachers to follow the steps taken in previous lessons.²⁶ A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice teachers who need valuable instructions, support and guidance. As an authority, a textbook is seen as valid, reliable, written by experts and authorized by important publishers or ministries of education.

In Cunningsworth's view, the roles of textbooks are identified as:

- 1) an effective resource for self-directed learning and self-study;
- 2) a valuable resource for presentation material (written and spoken);
- 3) a source of ideas and activities for learner practice and communicative interaction;
- 4) a reference source for students;
- 5) a syllabus;
- 6) a support for less experienced teachers to gain confidence and demonstrate new methodologies.²⁷

Richards claims depending how the textbooks are used and their contexts of use, textbooks have some advantages and disadvantages:

1. The structure and the syllabus of the program are provided by the textbook.

²⁶Cortazzi & Jin, *Cultural mirrors: Materials and methods in the EFL classroom*. In E. Hinkel (Ed.), *Culture in second language teaching and learning*, (Cambridge: Cambridge University Press, 1999), p.196-219

²⁷Cunningsworth, A, *Choosing your coursebook*, (Oxford: Heinemann, 1995), p.7

2. They maintain standard instruction.
3. They increase the quality of instruction because they are prepared and tested in advanced based on learning principles.
4. They bring a variety of CDs, teachers' guide, cassettes and other learning resources to the learning situation.
5. By using textbooks, teachers have more time for teaching rather than material preparation.
6. They can help inexperienced teachers and provide language input for the learners.

He also mentions some disadvantages for the textbooks. They are:

1. Textbooks contain inauthentic language.
2. The contents of the textbooks are distorted in order to avoid controversial issues.
3. Texts books are not prepared based on the students' needs.
4. The use of textbooks limits teachers and students' skills.
5. The price of the textbooks may be high for many learners.²⁸

Textbook that can use in many process of English learning, the English material that can use English book is simple past tense, and the method in teaching simple past tense by using textbook is scientific approach

²⁸Richards, J. C, *The Role of Textbooks in a Language Program*,(UK: Cambridge University Press, 2001)

(ask the questions). Sagala shows the procedure of teaching simple past tense by using textbook as follows:²⁹

1. The teacher gives stimulus to the students to able to enter into learning process and explains the purpose of learning simple past tense.
2. The teacher explains the basic subject matter of simple past tense that will be discussed. The teacher must be able to mastering the material that will be explained.
3. The teacher explains the material of simple past tense that stimulate students to be active in the learning process with the ways, the teacher gives the ask and question section and using book to support the learning process.
4. The last of the lesson, the teacher concludes the material of simple past tense, and gives students the chance to provide feedback on the material simple past tense.³⁰

So that, in the learning process using English book and dictionary, the important role of a teacher is needed to achieve the goal of learning. The teacher must be prepares the material based on the English book and dictionary of simple past tense before the learning process in the class will be started. The teacher also prepares the techniques to support of learning process.

²⁹Wibowo, dkk, Op Cit. 37

³⁰Syaiful Sagala, Model Pembelajaran Metode Ceramah, at: <http://azizalmasbagik.blogspot.co.id/2015/06/model-pembelajaran-metode-ceramah.html>, accessed in may, 17th 2019

B. Frame of Thinking

Tenses is the immense component part in English. By mastering tenses, the students can make sentences correctly and produce the language, and the students are able to communicate both oral and written. Using reading text is the effective way to teach tenses. Because the text used various tenses, so that the students will more understand by using reading text in learning tenses.

Based on the previous, the writer states that reading text can help students to improve their tenses mastery. It can give information both of the teacher and students about teaching tenses through reading text is more effective and enjoyable.

By reading text the students will learn the tenses that used in the sentences from the text. The students learn the pattern of tenses in the sentences directly. So, the students will more understand in learning by using reading text. By comprehend the text the students will know the tenses that is used in the text and it can be grammatical rule of tense.

C. Hypothesis

Based on the frame of thinking, the writer formulates the hypothesis as follows as:

Ha : There is a positive influence of using reading text towards students' tenses mastery at the eighth Class of SMP N 23 Bandar Lampung in 2019/2020 academic year.

Ho: There is no positive influence of using reading text towards students' tenses mastery at the eighth Class of SMP N 23 Bandar Lampung in 2019/2020 academic year.



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